

*Introduction to*

EXCEPTIONAL  
CHILDREN

# *Introduction to*

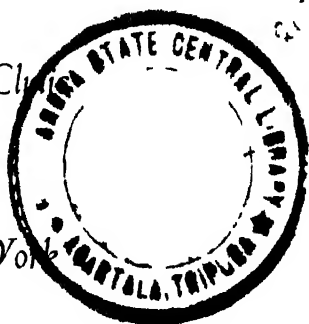
# EXCEPTIONAL CHILDREN

*Third Edition*

*Harry J. Baker, Ph.D.,*

*Divisional Director, Psychological Clinic  
Detroit Public Schools*

*The Macmillan Company New York*



Library of Congress catalog card number 59 5106

The Macmillan Company, New York  
Brett Macmillan Ltd, Galt, Ontario

Printed in the United States of America

## Foreword<sup>1</sup>

"MY CHILD is different!" This statement is heard frequently by teachers and administrators as they talk with parents. It is true, and one of the things which makes teaching a never ending challenge. In what way is the child different from everyone else? Are the differences ones which will aid or handicap his ability to learn and to become a competent and wholesome adult? What can or *should* the teacher and the school do to enhance or to minimize the effect of the exceptional abilities or deficiencies? These questions have puzzled educators for a long time. Research, experimentation, and experience have revealed much that can and should make it possible for the informed teacher and the school administrator today to be more understanding and more skilled in dealing with the problems of the child commonly termed "exceptional."

It is increasingly important that education for all pupils be more efficient than it has been. The demands on each individual are greater than ever and it appears these demands will increase rather than diminish. Job opportunities for the unskilled are declining. The need for more, better prepared, able persons increases faster and faster. Failure to refine more efficiently through education the talent of all individuals is to lower the potential of the nation. This we can ill afford.

The teacher or school administrator is increasingly aware that if he would be competent he needs to know more about the causes of special ability or disability of pupils, and to know what to expect from such pupils.

What has research and experience revealed that will help school personnel to understand better the nature and causes of conditions which handicap or facilitate learning of children who are commonly classified as "exceptional"? How can the school provide the best conditions for these pupils? Dr. Harry Baker has the advantage of a lifetime of study and experience in relating research on problems of the exceptional child to school practice. With this background he has been able to make available in this book a wealth of information which practicing and prospective teachers and administrators will find useful. As this knowledge is applied wisely it is reasonable to expect that more and more parents will thank the schools for recognizing how and why their child is different and for seeing that schooling best adapted to his individual needs is provided.

S. M. Brownell

Superintendent of Public Schools  
Detroit, Michigan